



EDUC 535: Practicum in Reading Intervention

3 Credit Hours

Semester and Mode of Delivery

Instructor

xxxxx@unionky.edu

Office:

Office Phone:

Department Phone: 606-546-1641

Office Hours: Days Times & By Appt.

Required Texts:

Intervention Strategies to Follow Informal Reading Inventory Assessment: So What Do I Do Now?, 2nd ed. by JoAnne Schudt Caldwell and Lauren Leslie (2012). Boston, MA: Pearson. Paperback or Kindle.

Qualitative Reading Inventory, 5th ed. by Lauren Leslie and JoAnne Caldwell (2010). Boston, MA: Pearson. This also used in EDUC 530. Spiral bound is easier to use and cheaper. Do not get the one with the CD; it costs twice as much.

Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, 5th ed. by Donald Bear, Marcia R. Invernizzi, Shane Templeton, and Francine Johnson (2011). Boston, MA: Pearson. Paperback or Kindle.

<i>Course Connections</i>	
Connection to Department Mission	This course familiarizes candidates with intervention instruction and includes a practicum for development of expertise. This experience increases the candidate's instructional leadership, particularly in regard to planning and collaboration associated with the intervention program. Candidates must coordinate the program with the classroom and must enlist the support of teachers, parents, and others. Within the candidate's program of study, it contributes to the refinement of personal, intellectual, and social transformations that support professional expertise and leadership.

Connection to Conceptual Framework	Intellectually, candidates demonstrate knowledge of low achieving or dyslexic readers and corrective measures that are uniquely suited to learners who have not succeeded with mainstream curriculum. They administer a variety of diagnostic instruments, write diagnostic and progress reports, and plan and implement a program of intervention. Candidates build trust and rapport with the student and work with colleagues, parents, and others to build a support network for the student. The course supports dispositions that favor a positive approach to dealing with problems related to reading disability.
Connection to Kentucky Teaching Standards	All of the Kentucky Teacher Standards are addressed in this course.
Connection to Specialty Standards	IRA Standards 1-6 are developed.
Connection to Commitment to Diversity	This course addresses diversity through examination of modifications that address individual learner needs. Candidates must design at least one lesson that utilizes a multicultural book and affirms the belief that human differences are valuable. This is important for pupils who may feel their learning problems make them inferior. When the learner's cultural and linguistic differences impact learning, adjustments to the curriculum, to assessments, and to communication patterns are made.
Connection to Dispositional Development	Candidates are encouraged to approach assessment and instruction from the standpoint of what the pupil can do, as opposed to a deficit approach. They identify multiple ways of knowing and learning, they mine data for evidence of what is known and what is possible, and they understand that closing the achievement gap requires direct, intensive, and timely measures. Their disposition toward low achievers will be a positive one and their disposition toward instruction will favor assessment, planning, and problem-solving through research and creativity. These concepts are reflected in the dispositions of the Educational Studies Unit.
Course Embedded Performance Activity	The Diagnostic Report is a part of the Reading (P-12) endorsement assessment.
<i>Focus on Technology Integration</i>	
Instructor's Utilization	Between meetings, U-Learn LMS is used for communication, for distribution of materials, for posting of assigned work, and for posting of grades.
Candidate's Utilization	Candidates learn to manage the online format of U-Learn, which means they engage in discussion and post work online. They use the online resources of Weeks-Townsend Library for research, and they utilize technology in the presentation of at least one lesson.
<i>Focus on Learning</i>	
Impact on Candidate Learning	Knowledge of diagnosis and intervention and growth of dispositions and collaborative abilities give the student the tools and potential to be effective teachers. Skills developed are assessment, diagnosis, collaboration, maintenance of the environment, and instructional planning and implementation.
Impact on P-12 Learning	The test battery produces a diagnostic report that is followed by a progress report. All candidates must use the QRI-5 for both reports. Pupil progress is entered into a database and used to inform planning for the Reading (P-12) Endorsement. Additionally, ongoing

	assessment is a part of all lessons. This course includes 42 hours of field experience.
P-12 Collaboration	Students work with colleagues when developing recommendations for the diagnostic and progress reports. They also collaborate with each other during the tutorial, sharing ideas and resources. Additionally, as a part of the Reading (P-12) endorsement specialty, P-12 educators, who serve on the advisory committee, evaluate this course.
<i>Focus on KERA Initiatives</i>	
KY Core Academic Standards For ELA	Analysis of assessment data reveals which standards are to be taught and all lessons include standard development.

Course Objectives:

The Candidate Will:	Link to Conceptual Framework	KY Teacher Standard/ Specialty Standards	Tasks	Assessment	Link to EPSB Themes
Obj. 1: Use research-based evidence and theory of language and reading development to explain and appreciate the difficulties of struggling readers and writers, particularly in regard to how lack of literacy reflects or influences language development, cognitive development, or physical differences.	Intellectual Personal	KTS 1 IRA 1 CHETL 5	Discussion Readng Journal Quiz Reflective Log Exam	Checklist Rubric Q&A Rubric Q&A, Rubric	Literacy Diversity Closing Gap
Obj. 2: Apply knowledge of intervention and effective environments research and theory when designing instructional environments that support learning and promote student engagement.	Intellectual Personal	KTS 2, 3 IRA 1-2, 5 CHETL 1	Discussion Readng Journal Organiz Plan Artifacts Reflective Log Exam	Checklist Rubric Rubric Checklist Rubric	Literacy Closing Gap
Obj. 3: Utilize research and professional literature that provides ideas for intervention and materials selection.	Intellectual	KTS 10 IRA 1, 5 CHETL 5	Readng Journal Resource File File Reflection Discussion	Rubric Checklist Rubric Checklist	Literacy Closing Gap
Obj. 4: During diagnosis, apply knowledge of factors that influence literacy development, such as transfer of skills from L1 to L2 in non-native speakers, and knowledge of cultural, physical, cognitive, motivational, and affective factors that keep students from achieving appropriate levels of literacy.	Intellectual Personal	KTS 5, 7 IRA 1,4, 5 CHETL 2	Discussion Readng Journal Vignettes Diag. Rpt. Lesson Plans Progress Rpt. Exam	Checklist Rubric Q/A, Rubric Rubric Rubric Rubric	Literacy Diversity Closing Gap Assessment

Obj. 5: Demonstrate knowledge of the assessment process by selecting, administering, and interpreting measures that illuminate the literacy strengths and needs of struggling learners.	Intellectual Personal	KTS 5, 7 IRA 1-3 CHETL 2	Diag. Rpt. Progress Rpt. Reflective Log	Rubric Rubric Rubric	Literacy Closing Gap Assessment
Obj. 6: Use multiple sources of information in an ongoing cycle of diagnosis, planning, instruction, monitoring, and reassessing.	Intellectual Personal	KTS 5 IRA 1, 3, 4 CHETL 2	Lesson plans Reflective Log Diag. Rpt. Progress Rpt. Backgrnd Rpt.	Rubric Rubric Rubric Rubric Rubric	Literacy Closing Gap Assessment Diversity
Obj. 7: Evaluate the complexity of text and materials and explain why it is desirable to match readers with texts from different genres and formats and that meet different interests and needs (decodable, predictable, picture, graphic, informational, etc.)	Intellectual Personal	KTS 7 IRA 2-4 CHETL 2	Readng Journal Wiki-Analysis Wiki Reflect Report—Text Artifacts Exam	Rubric Checklist Rubric Rubric Checklist Q&A, Rubric	Literacy Closing Gap Assessment Diversity
Obj. 8: Master a varied and extensive repertoire of evidence-based instructional approaches, routines, and materials suitable to particular purposes and needs within an intervention setting and addressing each of the following areas of instruction: concepts of print, Phonemic Awareness, Phonics, Word Recognition, Vocabulary, Comprehension, Fluency, Critical Thinking, Writing, and Motivation..	Intellectual Personal	KTS 4 IRA 2, 4-5 CHETL 3	Readng Journal Jigsaw Forum Resource File File Reflection Lesson Plans Vignettes Exam Artifacts	Rubric Rubric Checklist Rubric Rubric Q&A, Rubric Q&A, Rubric Checklist	Literacy Closing Gap Diversity
Obj. 9: Collaborate with colleagues (classroom and content) when gathering and interpreting data and when planning and/or implementing intervention.	Social	KTS 8 IRA 2-3, 6 CHETL 2, 4	Sign-Off Sheet Reflective Log Dispositions	Checklist Rubric Rubric	Literacy Closing Gap Assessment
Obj. 10: Communicate progress and results with school officials, parents, and the pupil on a regular basis.	Personal Social	KTS 8 IRA 2-3, 6 CHETL 2	Reflective Log Sign Off Sheet Dispositions	Rubric Checklist Rubric	Literacy Assessment Closing Gap
Obj. 11: Employ direct and scaffolded instruction which is grounded in progress monitoring and evidence-based rationale for choice of approach, materials, and purposes.	Personal Social	KTS 4 IRA 5 CHETL 3	Lesson Plans Reflective Log Discussion Field Eval.	Rubric Rubric Checklist Likert Scale	Literacy Closing Gap
Obj. 12: Utilize the KY Core Academic Standards ELA as appropriate to the subject's grade level and below in order to plan, administer, and interpret assessment.	Intellectual Personal	KTS 2, 5 IRA 2 CHETL 3	KCAS Analy Lesson plans	Rubric Rubric	Literacy Closing Gap Assessment
Obj. 13: Articulate the reasons writing and motivation should be developed in conjunction	Intellectual Personal	KTS 4 IRA 2 CHETL 3	Readng Journal Discussion Lesson Plans	Rubric Checklist Rubric	Literacy Closing Gap

with other areas of instruction.			Artifacts Quiz Exam	Checklist Q&A, Rubric Q&A, Rubric	
Obj. 14: Demonstrate mastery of approaches to differentiation of instruction and make recommendations to colleagues that are based on evaluation of student and classroom data.	Intellectual Personal	KTS 4 IRA 2-5 CHETL 4	Reading Journal Wiki-Analysis Wiki Reflect Contact Report Reflective Log Exam	Rubric Checklist Rubric Checklist Rubric Q&A, Rubric	Literacy Closing Gap Diversity
Obj. 15: Demonstrate the ability to adapt materials and approaches or to assist others in making adaptations that meet the needs of students who struggle with literacy or who have language differences.	Intellectual Personal	KTS 2-4 IRA 5, 6 CHETL 3	Reading Journal Jigsaw Forum Wiki-Analysis Wiki Reflect Contact Report Lesson Plans Artifacts Reflective Log Exam	Rubric Rubric Checklist Rubric Checklist Rubric Checklist Rubric Q&A, Exam	Literacy Closing Gap Diversity
Obj. 16: Maintain confidentiality, display ethical and fair behavior, and serve as a model of positive reading and writing behavior and attitude when interacting with others: maintain rapport with students and colleagues.	Social	KTS 19 IRA 1, 6 CHETL 1	Reflective Log Discussion Field Eval Dispositions	Rubric Checklist Likert Scale Rubric	Closing Gap

KY Teacher Standards:

1. The Teacher Demonstrates Applied Content Knowledge
2. The Teacher Designs and Plans Instruction
3. The Teacher Creates and Maintains Learning Climate
4. The Teacher Implements and Manages Instruction
5. The Teacher Assesses and Communicates Learning Results
6. The Teacher Demonstrates Implementation of Technology
7. The Teacher Reflects On and Evaluates Teaching and Learning
8. The Teacher Collaborates with Colleagues/Parents/Others
9. The Teacher Evaluates Teaching and Implements Professional Development
10. The Teacher Provides Leadership within School/Community/Profession

Characteristics of Highly Effective Teaching and Learning (CHETL):

1. Learning Climate. The highly effective teacher provides a safe environment in which high, clear expectations and positive relationships are fostered and in which active learning is promoted.
2. Classroom Assessment and Reflection. The teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction.
3. Instructional Rigor and Student Engagement. A highly effective teacher supports and encourages a student's commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving.
4. Instructional Relevance. A highly effective teacher is able to facilitate learning experiences that are meaningful to students and prepare them for their futures.

5. Knowledge of Content. A highly effective teacher understands and applies current theories, principles, concepts and skills of a discipline.

International Reading Association Standards (2010):

1. Foundational Knowledge. Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
2. Curriculum and Instruction. Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
3. Assessment and Evaluation. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
4. Diversity. Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
5. Literate Environment. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practice, approaches and methods, curriculum materials, and the appropriate use of assessments.
6. Professional Learning and Leadership. Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Performance Activities:

Performance activities include:

Participation: Attendance and participation in class meetings and regular study and participation in activities on the EDUC 535 U-Learn site, where readings, quizzes, and links help candidates learn the material necessary to succeed. It is mandatory that everyone be actively engaged in mastery of this material. A review of the candidate's activity on the U-Learn site (regularity of downloads, viewings, and submissions, as well as number/quality of comments during discussion) will contribute to the participation grade.

Reflective Log: The log is maintained throughout the course. An entry for each week and an entry for each student or colleague contact that that pertains to the course. While the entries will provide a log of activities, it is also a reflective tool and should show growth in knowledge, skill, and dispositions. The log is also a record of field experience hours.
Grading: Rubric

Diagnostic Report: The diagnostic report is based on data from a battery of tests selected to meet the individual diagnostic needs of the pupil. An informal reading inventory score, a spelling test, a phonics test, a listening comprehension test, a writing analysis, and anecdotal data is required. Screening instruments should be used to determine other possible needs. If needed, the student will make a referral to specialists in other professions or agencies. Recommendations will be made for the tutorial, the classroom

teacher, and the parents. The report must follow the format guidelines provided. Extensive guidelines will be provided. Grading: Rubric

Progress Report: The progress report contains a description of the tutorial, activities and a summary of pupil response. It contains data from a battery of posttests, which should mirror the original assessments except forms will differ as appropriate. For instance, you will use the same informal reading inventory but administer a different form of the test. Any data that was gathered as a result of referral may also be used unless confidentiality issues take precedence. Data is reported and interpreted in light of tutorial evidence. Recommendations for future intervention, classroom instruction, and parental involvement are given. The report must follow the format guidelines provided. Guidelines will be provided. Grading: Rubric

Lesson Plans: Lesson plans will address standards of the KY Core Academic Standards ELA, will contain measurable objectives derived through formal and ongoing assessment, will entail direct instruction, will follow a tutorial format chosen by the tutor, will utilize materials that meet the pupil's independent or instructional level of reading, and will address learning in multiple modalities--as appropriate for the individual pupil. They will be submitted and graded on U-Learn once a week, preferably before they are taught. Grading: Rubric

Field-Evaluations: Three lessons will be scored using a field evaluation form. One takes place early in the tutorial, one in the middle and one at the end. At least one will be graded from a video recording. Arrangements for a visit by the instructor will be made early in the semester. Grading: Likert Scale

Dispositions: The dispositions ratings will be filled out by the instructor, the principal, a colleague, and a parent or support personnel.

Exam: The exam is comprehensive. A study guide will be provided. Grading: Q&A, Rubric

Assignments:

Discussion. Discussion topics will be assigned ahead of time. Come prepared to contribute. Grading: Checklist

Reading Journal. Reading engaged in for this course is recorded in the journal. Entries include a citation, summary, application, extension, and questions, as relevant. Grading

Organizational Plan. Before the tutorial begins, candidates will submit a plan providing details of who the student is, when and where meetings will be held, timeframe, materials anticipated, and how the environment will be structured to ensure effective intervention. Grading: Rubric

Artifacts. Throughout the tutorial, candidates will save examples of student work and other things that tell the story of what was done, growth, etc. They should be arranged and displayed in an organized way. They are turned in with the diagnostic report. Grading: Checklist.

Vignettes. Candidates analyze vignettes in order to apply course content. Some vignettes have specific answers and some require the candidate to provide a rationale for their answer. Grading: Q&A, Rubric

Quizzes. While the format is a quiz, they are really learning exercises online. Grading: Q&A

Resource File. As candidates work with students and collaborate with teachers, they will be seeking resources. When something is found, it should be entered into the online resource file. Entries should have a citation and comments on how it was used or how it worked. Grading: Entry—checklist. Reflection—Rubric.

Background Report. The background report is part of the assessment battery and is used to provide information for the context section. It is turned in ahead of time for a separate grade in case evaluation reveals additional information is needed. A list of possible questions is provided, but candidates are encouraged to create their own. Information comes from parents, teachers, and the student. Grade: Rubric

Wiki. Wiki provides a format for students to complete a collaborative assignment. There are two grades. Everyone will share a grade for the product. An individual grade is given for a reflection over what was learned. Grading: Product—checklist. Reflection—Rubric.

Jigsaw Forum. Topics are divided up and candidates assume responsibility for researching one aspect of the topic in order to teach it to other group members. Grade: Rubric.

Sign-Off Sheet. When candidates meet with officials, collaborate with colleagues, or meet with parents, they have the person sign a form. The form is filled out with a brief description of the meeting. Grading: Checklist.

KCAS-ELA Analysis. Candidates will review the KY Core Academic Standards for ELA and identify those appropriate for the student. Since the student is below grade level, the standards below will be discussed. The report contains an analysis of what must be assessed. What instruments will be needed? Etc. Grade: Rubric

Supervision and Communication: Since this course is a mix of study and fieldwork, supervision of practicum endeavors is desirable. If the distance from campus is not greater than 50 miles, the instructor will make at least one visit. What is observed during that visit is the candidate's choice. Most are used to make a field evaluation of a lesson, but if there is a competent mentor available the instructor may observe something else. If the distance prohibits travel, arrangements to observe select endeavors via webcam or video will be made. In addition to the relationship with the instructor, a local mentor is advisable. This will be discussed in a meeting between the principal, the candidate and the instructor at the beginning of the course (on site or online). It is important to have the cooperation of administration. Most principals assume the duty, but they may assign it to someone experienced in working with student teachers, someone who has the endorsement, or someone with a "teacher leader" or supervisory degree, such as Supervision of Instruction. "Mentor" duties vary, depending on circumstances. Most evaluate at least one lesson. Regardless how the field oversight is handled, regular communication with the instructor is necessary. A weekly or biweekly conference is required with the instructor is required and can be handled via BigBlueButton, but it is necessary to make an appointment. Regardless how the evaluations are handled, the

principal or mentor, if one is used, must sign off on the Reflective Log, verifying that listed activities were actually done. Most candidates spend between 40 and 50 hours engaged in practicum activities.

Online meetings take place via BigBlueButton. See the technology requirements.

Grading Criteria:

All assignments should be submitted to the instructor on or before the due date by 11:55 PM EST (unless otherwise noted). *The instructor reserves the right to make changes to this document as needed.* Grades will be based on the following:

Grading Scale	Points Possible	
A = 90%-100%	Assignments	20 percent
B = 80%-89%	Lesson Plans	10 Percent
C = 70%-79%	Diagnostic Report	20 Percent
F = 0-69%	Reflective Log	5 Percent
	Participation	10 Percent
	Field Evaluations	10 Percent
	Dispositions Ratings	10 Percent
	The Progress Report	10 Percent
	Exam	5 Percent
	Total Points Available:	100 Percent

Confidentiality:

Reports generated through *private* tutorials are the property of the parents, who have the option of sharing them with the school. Reports generated through *employee-based* tutorials are the property of the school. Reports should not be submitted until after they are graded and revised as necessary.

Because you are publishing these reports through U-learn and/or through Chalk and Wire, reports submitted for grading must be altered in order to protect the confidentiality of the student. Altered reports are the property of Union College, are considered case study research, and will be archived in electronic format for a period of five years. Supporting documents will be reviewed for accuracy but not archived and do not have to be altered.

In order to simplify alteration, it is suggested that you simply black out or XX out the name of the student and the parents.

U-Learn:

Materials for this course, reflection assignments, links for posting work, chat times, and discussion boards are found on the EDUC 535 site for the semester of record. The U-Learn LMS site is accessed from the *Union College* homepage. The password and ID for U-Learn is same as the Union College email.

Research:

Research materials may be obtained at Weeks-Townsend Memorial Library or their online database. You may obtain the current password for off-campus access from

your professor, the library, My Union Portal, or the EDUC 535 U-Learn site. A link to Weeks-Townsend Library is in the course information window of the U-Learn site.

Communication Policy:

The only authorized e-mail address for academic, administrative, and co-curricular communications between Union College and its students is through the <unionky.edu> e-mail system. Each student is responsible, for monitoring his/her Union College e-mail account frequently (preferably daily).

(Approved by APC September 12, 2011) (Approved by Faculty September 19, 2011)

Disability Accommodation:

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course should contact the Director of Student Support Services, Centennial Hall, Room 104. The phone number is 606-546-1259. Students with disabilities should request accommodations prior to or early in the semester. Each request for accommodations will be examined on a case-by-case basis to determine eligibility. DO NOT request accommodations directly from the professor or instructor. Professors and/or instructors are NOT authorized to make reasonable accommodations.

Academic Integrity:

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of Graduate Studies at Union College. All college policies regarding academic integrity apply to this course. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. For any material or ideas obtained from other sources, such as the text or things you see on the web, in the library, etc., a source reference must be given. Direct quotes from any source must be identified as such. All exam answers must be your own, and you must not provide any assistance to other students during exams. Any instances of academic dishonesty will be pursued under current regulations concerning academic integrity. Students may receive a failing grade and be subject to program and college removal for a violation of these ethics.

Commitment to Diversity:

The Educational Studies Unit at Union College is committed to social justice and respect for all individuals and seeks to create a culture of inclusion and support. Attaining justice and respect involves all members of our community recognizing that multi-dimensional diversity contributes to learning environments, thereby enriching communities and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, our intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation.

Therefore, we aspire to become a more diverse community in order to extend enriching benefits to all participants.

Union College Inclement Weather Policy:

Union College has a responsibility to all parties concerned to meet classes on a regular basis as listed in the academic schedule. However, it is also to be recognized that inclement weather may create risks that are not conducive to safe travel, causing classes to be canceled or adjusted.

Class Cancellation Notice:

Notification of cancellation of EDUC 535 will be made through the Union College email, as well as a post on the U-Learn News Forum. Always check both before traveling. Workshops will not be made up, but a variety of days and times are offered. Cancellation of field-based visits will be announced in as timely a fashion as possible, phone or email. When school is cancelled or a candidate is absent on the day of a scheduled visit, it is the candidate's responsibility to notify the professor.

Statement about Minimum Technology Requirements:

Students enrolling in this course are expected to have a sufficient level of technical literacy necessary to meet the course requirements, as well as a stable and reliable means of accessing and participating in the course electronically. Students are responsible for submitting assignments on time, irrespective of any limitation on the part of the student's technical ability, equipment, or internet connection.

- Technical literacy: At minimum students should:
 - Have an understanding of basic computer usage (creating folders/directories, switching between programs, formatting and backing up media, accessing the internet).
 - Be able to use a word processing program such as Microsoft Word or Open Office to create, edit, save, and retrieve documents.
 - Be able to use a Web browser to open Web pages, open PDF files, manage a list of Web pages (bookmarks/favorites), post to blogs and/or discussion boards, participate in chats, and search the internet.
 - Be able to use an e-mail program to send, receive, store, and retrieve messages.
 - Be able to download and install programs from the internet.
- Hardware: Any modern computing device (PC, tablet, phone, etc.) capable of sufficiently running an internet browser and office productivity suite.
- Browser: Any standards-supporting browser released in recent years is supported; however, Union College recommends Firefox 3 or later, Google Chrome 4 or later, MS Internet Explorer 7 or later, Safari 3 or later, or Opera 9 or later).
- Software:
 - Office Productivity: Microsoft Office or Open Office (*Note: if using a different word processing suite, save files in Rich Text format [.rft]).
 - Acrobat Reader (Adobe, FoxIt, etc.).
- Reliable, fast, and stable connection to the internet: Broadband connection, such as DSL, Cable, or 3/4G is preferred. Dial-up or mobile connections may suffice

to access some assignments, but are not as reliable and are not recommended when taking exams or quizzes online or engaging in assignments or activities that require streaming (such as audio/video applications and teleconferencing).

Netiquette Statement:

Netiquette is online etiquette. All participants in online courses should be aware of proper online behavior and respect each other.

- Use language appropriate for an educational environment:
 - Do not dominate any discussion. Give other students the opportunity to join in the discussion.
 - Do not use offensive language. Present ideas appropriately.
 - Be cautious in using internet language. For example, do not capitalize all letters since this suggests shouting.
 - Proper emoticons can be helpful in conveying your tone, but do not overdo or overuse them.
 - Avoid using vernacular and/or slang language. This could possible lead to misinterpretation.
 - Never make fun of someone's ability to read or write.
 - Share tips with other students.
 - Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
 - Think and edit before you push the "Send" button.
 - Do not hesitate to ask for feedback.
 - Using humor is acceptable but be careful that it is not misinterpreted. For example, are you being humorous or sarcastic?
- Remember that the values diversity and encourages free and open discourse. Be respectful of differences while engaging in online discussions.
- See the Union College Acceptable Use Policy, available from the college website, for further details and instructions.

Statement about Emergency or Interruption in Computer Service:

Prepare for unexpected problems and emergencies. Understand that problems and glitches do occur in online learning, as they do in any learning environment. Have a back-up plan for completing course work, such as using the computers at a local library, in case your computer crashes or your service is interrupted. In addition, students are encouraged to save backup copies of assignments and readings that are posted online. If an interruption cannot be avoided, immediately contact your professor for further instructions.

Course Availability:

Students will be able to access this course from the start date through the end of the term. In compliance with the TEACH Act, students who complete the course will not be able to access the course once the course ends. Students are therefore encouraged to maintain personal records of any assignments, grade history, etc. that they wish to retain for future purposes.

Copyright Statement:

Some of the materials posted to this course site are protected by copyright law. These materials are only for the use of the students enrolled in this course and only for the purposes of this course. They may not be further retained or disseminated

Bibliography

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